DECODING INFORMATION LITERACY AT LMU:

2024 TATIL and NSSE Findings Unveiled

INTRODUCTION

- 101 LMU seniors took the Threshold Achievement Test for Information Literacy (TATIL) Strategic Searching module.

  - 20 multiple choice questions, web-based, proctored

- 98 LMU seniors completed the National Survey for Student Engagement (NSSE) "Experiences with Information Literacy" Topical Module

  - Likert scale questions administered locally via Qualtrics

- TATIL assesses both knowledge and dispositions, while NSSE focuses on behaviors and experiences

STUDENT DEMOGRAPHICS FOR TATIL

School/College

School/College	Number of Students
Bellarmine Liberal Arts	31
CBA	24
SFTV	23
CFA	12
Seaver S&E	10
SOE	1

Race/Ethnicity

Race/Ethnicity	Number of Students
White	43
Hispanic or Latino	18
Asian	14
Black or African American	12
Multi-Race	12
American Indian/Alaska Native	1
Other	1

STUDENT DEMOGRAPHICS FOR NSSE

School/College

School/College	Number of Students
Bellarmine Liberal Arts	23
CBA	19
SFTV	14
Seaver S&E	14
CFA	11
Other	4

Race/Ethnicity

Race/Ethnicity	Number of Students
White	38
Hispanic or Latino	17
Asian	14
Multi-Race	9
Black or African American	4
Unknown	3
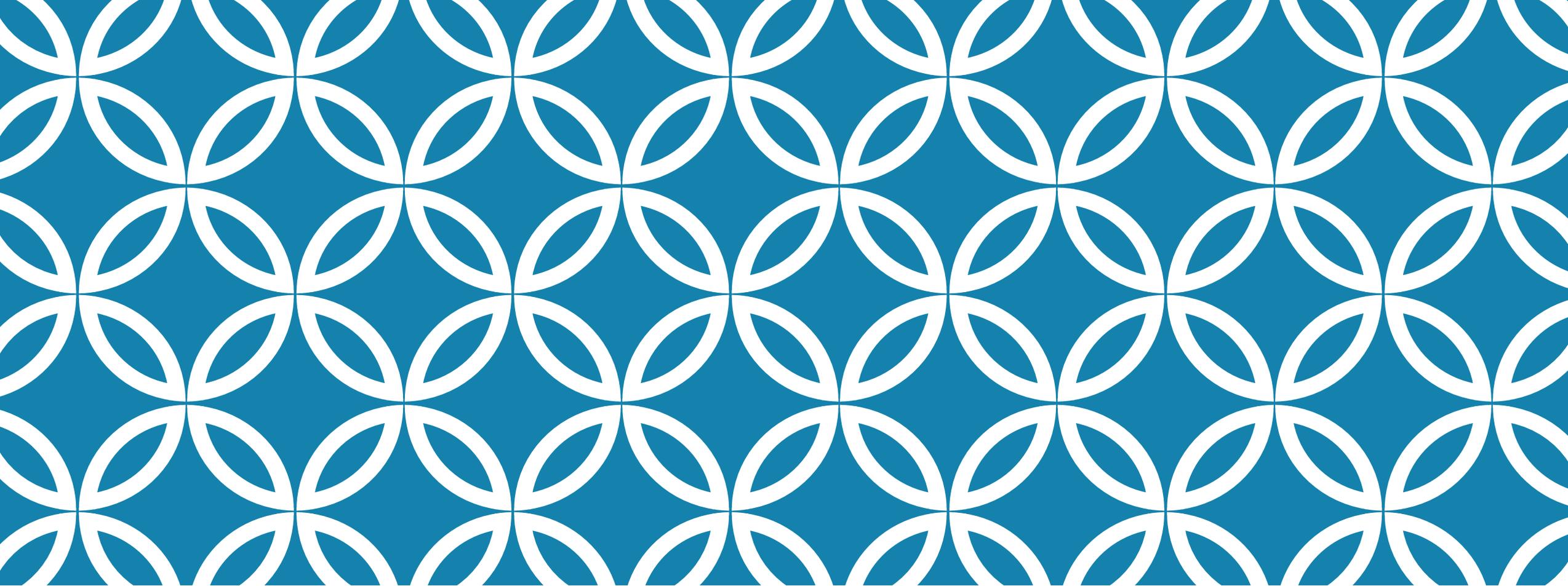
PART 1: KNOWLEDGE

TATIL PERFORMANCE INDICATORS

Planning, conducting, evaluating, and revising searches

Comparing and contrasting search tools

TATIL KNOWLEDGE RESULTS

Overall: "College ready"

- Use library tools independently for college writing

- Improve precision by adding keywords and using Boolean operators

- Analyze item records to revise searches and identify subject terms

- Perform basic searches, adjust keywords, and switch tools as needed

CHAT POLL: COMPARED TO ALL STUDENTS AT PEER INSTITUTIONS, HOW DID LMU STUDENTS PERFORM ON THE KNOWLEDGE COMPONENTS?

A. They performed better

B. They performed the same

C. They performed worse

PEER COMPARISON (KNOWLEDGE)

- Compared to all students at peer institutions, LMU students performed higher overall

- Compared to other seniors at peer institutions, LMU students:
  - Performed the same in planning, conducting, evaluating, and revising searches
  - Performed higher in comparing and contrasting search tools

STRENGTHS (KNOWLEDGE)

- Students who took FFYS 1000 (First Year Seminar) performed higher in comparing and contrasting search tools

AREAS FOR IMPROVEMENT (KNOWLEDGE)

- Overall: Identifying terms for background information searches performance indicator was lower than peers

- Transfer students performed lower overall

- First-gen students performed lower overall
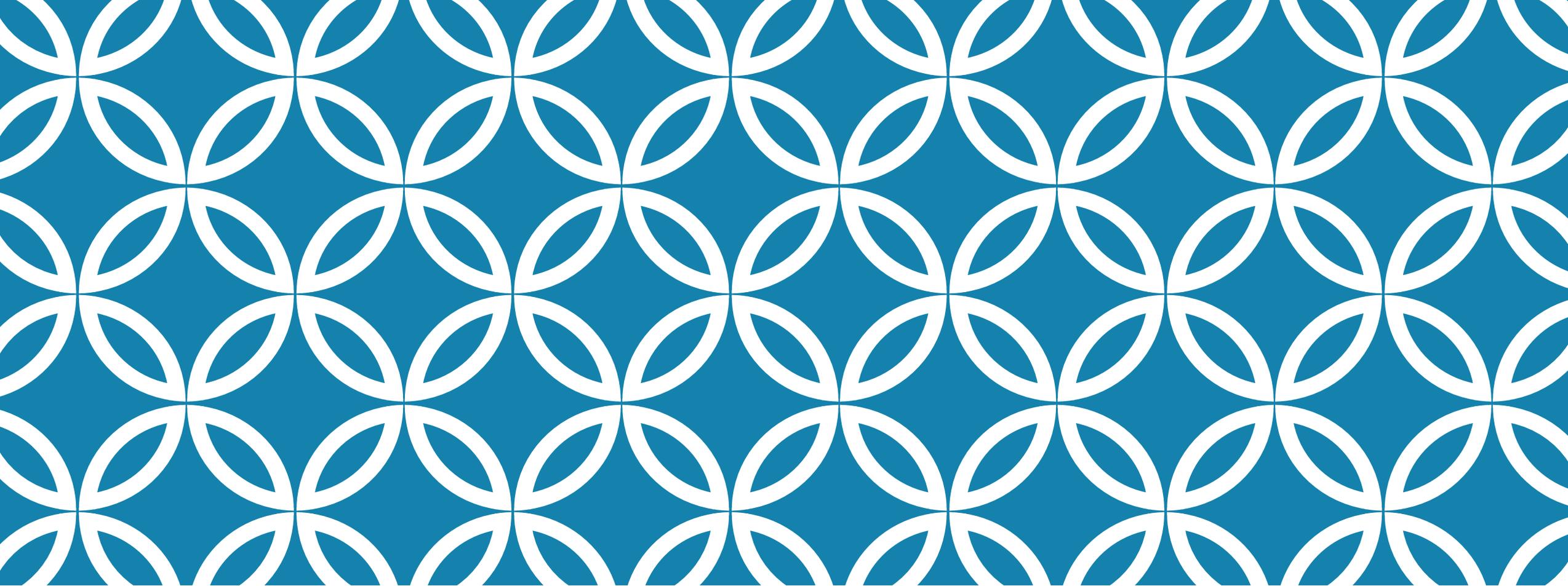
PART 2:
BEHAVIOR AND DISPOSITIONS

TATIL "PRODUCTIVE PERSISTENCE" DISPOSITION INDICATORS

Adapting and evolving new search strategies rather than clinging to familiar techniques

Handling feelings of frustration that commonly surface during the search process

Recovering from a failed search in order to continue searching until the information need is satisfied

Taking constructive assignment feedback from instructors as an impetus to continue searching for better sources

TATIL DISPOSITION RESULTS

 Overall: "moderately-disposed to productive persistence"

- Understand searching is an iterative process

- Recognize setbacks are expected during the search process

- Hesitant to try unfamiliar tools and advanced strategies without direct guidance

- Rely on remixing a limited set of familiar tools and strategies to meet their information needs

CHAT POLL: COMPARED TO OTHER SENIORS AT PEER INSTITUTIONS, HOW DID LMU STUDENTS PERFORM ON THE DISPOSITIONS?

A. They performed better

B. They performed the same

C. They performed worse

PEER COMPARISON (DISPOSITIONS)

- Compared to all students at peer institutions, LMU students performed higher overall

- Compared to other seniors at peer institutions, LMU students performed the same

STRENGTHS (DISPOSITIONS)

- Students who took a FFYS 1000 (First Year Seminar) or a Rhetorical Arts course performed higher

AREAS FOR IMPROVEMENT (DISPOSITIONS)

- Transfer students performed lower overall
- Black or African American students performed lower

NSSE RESULTS- DURING THE CURRENT SCHOOL YEAR:

Half or more of students often or very often:

- Completed assignments using information sources beyond required readings (58%)

- Used library's physical or digital collections (58%)

- Looked for cited information sources (50%)

Areas for improvement:

- Coaching or mentoring a classmate with research (19%)

- Consulting with experts as an information source (17%)

- Receiving help from the library (12%)

PLANS BEFORE GRADUATION AND INSTITUTIONAL CONTRIBUTION:

Plans before graduation:

- Using library resources for non-academic tasks (60%)

- Presenting or sharing research results beyond classmates (41%)

- Attending a campus-sponsored session about conducting research (36%)

Institutional Contribution: The majority felt LMU contributed quite a bit or very much to…

- Keeping an open mind when encountering opposing perspectives (70%)

- Understanding research and writing practices of their field (60%)

- Developing information and research management strategies (51%)

STRENGTHS (BEHAVIOR)

- Students who took a Rhetorical Arts (RHET 1000) course used library resources for non-academic tasks more frequently

AREAS FOR IMPROVEMENT (BEHAVIOR)

- Students who took a Rhetorical Arts (RHET 1000) course consulted with experts as an information source less frequently

- Transfer students used library resources for non-academic tasks less frequently than non-transfer students

RECOMMENDATIONS

1. Provide targeted support for transfer, first-generation, and Black or African American students

2. Continue requiring FFYS 1000 and Rhetorical Arts courses with library partnerships to foster productive persistence and effective search strategies.

   --The majority of transfer students miss these opportunities, and many also face unique challenges transitioning to university-level research, necessitating culturally responsive support

3. Promote library services and research support to encourage students to seek help when needed

4. Provide more opportunities for students to share research results beyond classmates

MORE RECOMMENDATIONS

1. Encourage peer mentorship and collaboration in research

2. Promote the value of consulting with experts (including librarians) during research

3. Enhance skills to identify terms and concepts to use in a search for basic background information

4. Encourage students to explore and use a variety of search tools and strategies by providing guided opportunities to do so

FURTHER INFORMATION

Association of College and Research Libraries. (2023). *ACRL presents: The threshold achievement test for information literacy.* https://youtu.be/yGCor6YgkeE?si=57F4doaTqDWKHzbv

Association of College and Research Libraries. (2023). *TATIL module 2 answer key.* https://lmu.box.com/s/0uvxp52hzdspeper78fxcsp0kawnf5z1

Association of College and Research Libraries. (2023). *Threshold achievement Test for information literacy.* https://thresholdachievement.com/

Association of College and Research Libraries. (2024). *Threshold achievement test for information literacy- Report on LMU results.* https://lmu.box.com/s/tu55mxzxgmzm8kt62bgoe64wmpp55u4m

Trustees of Indiana University. (2024). Experiences with information literacy topical module. https://nsse.indiana.edu/nsse/survey-instruments/topical-modules/experiences-info-lit.html

DISCUSSION: BRIDGING THE GAP?

- Given that transfer students performed lower in both knowledge and dispositions related to information literacy, and they also tend to miss out on key opportunities like FFYS 1000 and Rhetorical Arts courses...
What specific culturally responsive support strategies can we implement to help transfer students successfully transition to university-level research at LMU?